

# Course manual

## Academy Creative Technology

Creative Media and Game Technology

### Course: Minor Skilled

Course code: M.ACT.818



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Course leader:	Lukas Malec
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Tutors	Eelco Jannink Ruben Hulzebosch Patrick Huitema Thomas Krämer Robert Nijland
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# 1 General Description

As a student you have developed a number of skills during your first two years of education. Now it's time to improve on a specific individual skillset. This skillset can be part of game or other media product development.

Skills are more than just creating 'something'. Skills surely lead to this, but it requires a certain workflow, use of tools, knowledge and experience to achieve the desired product and quality.

The minor Skilled offers students a structured approach for achieving this. Additionally a collection of masterclasses is offered where lecturers, guest lecturers and fellow students offer interesting insights into various topics.

Details on the schedule can be found at [roosters.saxion.nl](https://roosters.saxion.nl) whilst the detailed resources can be found at blackboard.

All information concerning the course can be found on [leren.saxion.nl](https://leren.saxion.nl) / [blackboard.saxion.nl](https://blackboard.saxion.nl)

## Introduction

The minor is setup to be an extension of the knowledge and skills as worked on and developed in the first two years of education. Therefore the student has to be 'internship ready', which means having your Propaedeutic diploma and a minimum of 50 ECTS from the 2<sup>nd</sup> year.

The minor Skilled should help the student as extra preparation for an internship position or to elaborate on the skills worked on during the internship as a graduation preparation.

To structure work and accountability, six stages are used:

- Stage 1: Analysis ( gathering of knowledge )
- Stage 2: Design ( defining and designing the product )
- Stage 3: Workflow ( defining the workflow and planning )
- Stage 4: Production ( creating and implementing )
- Stage 5: Quality ( validation )
- Stage 6: Accountability ( exposure )

The student is guided by a coach helping him through the process and who is responsible for the grading. The coach also provides generic contextual guidance but not necessarily specific expertise. Other staff members can be consulted on that.

## Learning goals

The student...

### Analysis

1. Knows: formulates the theoretical context of the chosen topic
2. Does: references use of the theoretical context in decisions

### Design

3. Knows: examines different design approaches before selecting
4. Does: iteratively designs a solution before implementing

### Workflow

5. Knows how: evaluates different workflows prior before selecting
6. Does: assembles a workflow prior to starting production

### Production

7. Knows: defines aesthetic, functional and quality criteria for the product.
8. Does: develops a product using a predefined workflow after analysis of the context and designing the solution.

### Quality

9. Knows how: describes measurements for quality assurance for every stage of the work
10. Shows how: demonstrates full control over the activities by monitoring progress, recording and managing 'bugs' or problems.
11. Knows how : Evaluates his own care for quality

### Accountability

12. Knows how: describes how to answer for the achievements prior to performing the activity.
13. Shows how: reports on his achievements in every stage of the process, providing proof and self-evaluation.

Approximately every 4 weeks there is an evaluation session where the student accounts for his achievements through a presentation. Additionally the student provides proof and self-evaluation using the evaluation form.

## 2 Organization

The course is a 30 ECTS Specializing Minor setup in six stages of 5 ECTS. The 30 ECTS can only be obtained by successfully completing all six stages. If one or more of the stages result in an insufficient, no credits will be granted at the end of the minor.

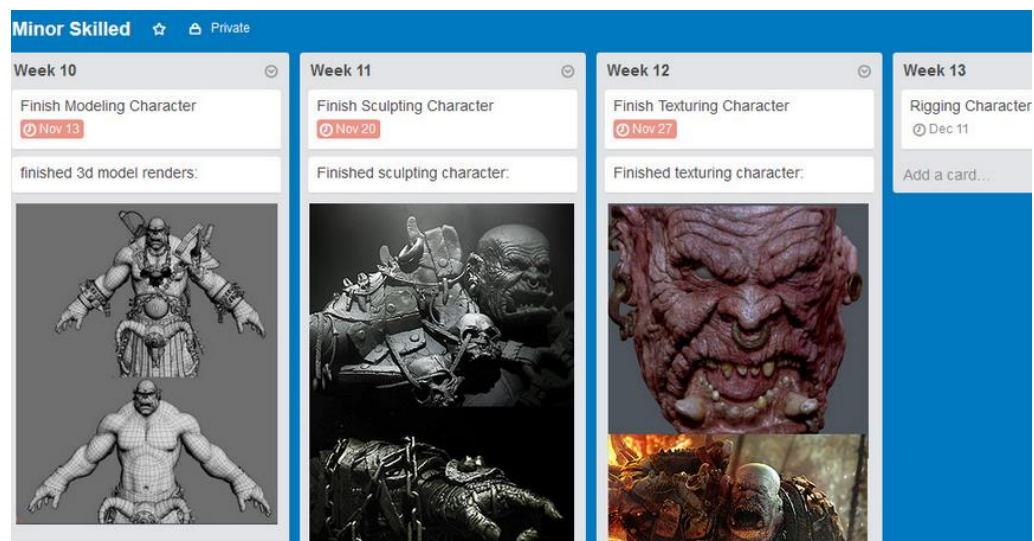
Approximately every four weeks there will be an evaluation session with diagnostically grading. The final grading is based upon an evaluation of the final product and documentation, taking also into account the results of the previous evaluation sessions.

### Structure

The students approach has to be self-responsible, being the initiator and manager of his own process. The coach is guiding the process and is responsible for the grading. CMGT teachers can be consulted for domain specific matters.

Students have lab-days scheduled (unguided work), where they work together as 'study groups' which should have a very positive effect on the motivation and progress. Saxion has provided rooms which can be used as work space for the minor Skilled students (see [roosters.saxion.nl](http://roosters.saxion.nl)). For part of these hours the coach is also available for guidance (guided work).

The student keeps a **logbook**. This can be done with the help of a trello.com account. Trello.com can also be used for planning. Make sure to add your coach to your trello account so he or she has insights into your work and progress.



Every four weeks (approx.) there is an evaluation session where the student makes himself accountable through a presentation and delivery of a self-evaluation form as provided. The coach then does the actual evaluation using the same form.

**Masterclasses**

To elaborate on a diverse set of knowledge and skills the minor offers a set of masterclasses by lecturers on various topics. This means that anything could be addressed there so everyone should be able to attend those masterclasses they are interested in. This interest is expected to be wider than 'just' their 'Minor' topic. The classes are scheduled and can be found on [roosters.saxion.nl](https://roosters.saxion.nl). Additional information about master classes and workshops will be posted on blackboard.

**Evaluations and Delivery of Products**

To get structured and work according to plan we use the Minor Skilled Planning Sheet. This helps the student to have focus on the deliverables for the evaluation sessions. The Minor Skilled Planning Sheet can be found on blackboard in 'resources'.

For every evaluation a zip containing all proof, inclusive self-evaluation form, is uploaded to blackboard for the specific stage or assignment.

- Documents are delivered as PDF.
- In case of a physical product, this should be digitally documented using text, pictures, videos etc.
- The delivery is optimized in size for evaluation. So cleanup before upload.
- For documents or products demonstrating specific expertise the student assure this is validated by an expert staff-members. See form.

**Coaches**

- Lukas Malec (Lead) <[l.m.malec@saxion.nl](mailto:l.m.malec@saxion.nl)>
- Eelco Jannink <[e.h.a.jannink@saxion.nl](mailto:e.h.a.jannink@saxion.nl)>
- Ruben Hulzebosch <[r.hulzebosch@saxion.nl](mailto:r.hulzebosch@saxion.nl)>
- Thomas Krämer <[t.h.kramer@saxion.nl](mailto:t.h.kramer@saxion.nl)>
- Patrick Huitema <[p.g.t.huitema@saxion.nl](mailto:p.g.t.huitema@saxion.nl)>
- Robert Nijland <[r.nijland@saxion.nl](mailto:r.nijland@saxion.nl)>

**Planning.**

Week	Lecture	Masterclass	Todo	Lab	Guidance
0			Upload personal goals		
1	Kickoff	plan	Workflow, Plan and Quality	Work & Share	Progress
2	Proces	"	Inception, Mindmapping	Work & Share	Progress and Sharing
3	Proces	"	Inception	Work & Share	Progress
4	Evaluation	"	Accountability	Peer evaluate	Evaluation
5	Proces	"	Workflow, Plan and Quality	Work & Share	Progress
6	Proces	"	Elaboration	Work & Share	Progress and Sharing
7	Proces	"	Elaboration	Work & Share	Progress
8	Evaluation	"	Accountability	Peer evaluate	Evaluation
9			Workflow, Plan and Quality	Work & Share	Progress
10			Construction	Work & Share	Progress and Sharing
11	Proces	Plan	Construction	Work & Share	Progress
12	Proces	"	Construction	Work & Share	Progress and Sharing
13	Proces	"	Construction	Work & Share	Progress
14	Evaluation	"	Accountability	Peer evaluate	Evaluation
15	Proces	"	Workflow, Plan and Quality	Work & Share	Progress
16	Proces	"	Transition	Work & Share	Progress and Sharing
17	Proces	"	Transition	Work & Share	Progress
18	Evaluation	"	Accountability	Peer evaluate	Evaluation
19			Reporting	Peer evaluate	
20			Accountability		Grading

### Plan

The Minor Skilled Planning Sheet (blackboard> resources) is to be filled out and uploaded to blackboard latest by the end of the first week. You can tailor this in the first week with your coach. In the second week you will present and discuss it with your coach.

*Example:*

Student	Your name and student number	Minor Skilled Planning Sheet			8/25/2016
Goals	Improving and gaining skills in procedural generation of terrain / maps / assets. My goal is to create procedural generation tools which can be configured and used by artists to create and manage huge open world levels and maps.				
↓ Stages ↓	Description	Product or proof of concept	Conditions of Satisfaction	Estimated time in hours (min. 800h total)	
1. Analysis					
	Research of games using procedural generated maps and assets	Document with overview of the games describing how they utilize procedurally generated content.	It is clear where procedurally generated content is used and how it benefits the game and/or development of the game.	6.0	
	Researching tools and assets for procedural generation on unity asset store	Created an overview on trello of all available tools with pro and cons	Figure out what are the shortcomings of the available tools and is there demand for yet another tool.	8.0	



### 3 Assessment Criteria and Judgement

#### **Procedure**

About every four weeks there is an evaluation session where the student presents his or her achievements and self-evaluation using the evaluation form provided. The coach leads this session.

The final grading is an individual assessment of the final product, and where the previous evaluation findings are reevaluated by the student, the coach and the 'contextual expert'.

The student makes sure all proof is made available, including the logbook. Digital stuff is uploaded to blackboard, documents are in pdf form, if necessary files and folders are zipped and optimized. Physical systems are present and /or documented using text, pictures, videos etc.

The evaluation and assessment criteria can be found in the grading form (appendix).

### 3 Resources

Motion Graphics / Animation inspiration:

<https://www.rocketstock.com/blog/7-inspiring-examples-of-stylish-2d-animation/>

3d animation inspirations:

<https://www.youtube.com/watch?v=0FKKATNkTqs>

## 4 Appendices

### Grading form

Minor Skilled Evaluation Form							2015.1
Student				Evaluation dd		Indicator/Grade	
		Load	0 - Unsufficient	1 - Sufficient	2 - Good	3 - Excellent	Expert val.
Analysis		40%					
1	Knows : formulates the theoretical context of the chosen topic.						
2	Does : demonstrates use of the theoretical context in decisions.						
Design		20%					
3	Knows : examines different design approaches before selecting.						
4	Does : iteratively designs a solution before implementing.						
Workflows		10%					
5	Knows how : evaluates different workflows prior before selecting.						
6	Does : assembles a workflow prior to starting production.						
Production		0%					
7	Knows : defines aesthetic, functional and quality criteria for the product.						
8	Does : develops a product using a predefined workflow after analysis of the context and designing the solution.						
Quality		20%					
9	Knows how : describes measurements for quality assurance for every stage of the work						
10	Knows how : demonstrates full control over the activities by monitoring progress, recording and managing 'bugs' or problems.						
11	Knows how : Evaluates his own care for quality.						
Accountability		10%					
12	Knows how : describes how to answer for the achievements prior to performing the activity.						
13	Shows how : reports on his achievements in every stage of the process, providing proof and self evaluation.						
Total Evaluation		100%					